DOCUMENT RESUME

ED 328 743 CE 056 930

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TITLE Teacher Planned Vocational Trade-Industrial-Technical Education Summer Workshops: A Three Phase Process (Planning, Implementation, and Evaluation).
PUB DATE Jan 91
NOTE 25p.; Paper presented at the Annual Convention of the American Vocational Association (Cincinnati, OH, December 1990).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Educational Planning; *Inservice Teacher Education; Postsecondary Education; Program Effectiveness; *Program Implementation; Secondary Education; State Programs; Statewide Planning; *Summer Programs; Teacher Attitudes; *Trade and Industrial Teachers; *Workshops
IDENTIFIERS *Indiana

ABSTRACT

Vocational Trade-Industrial-Technical (VTIT) teachers in Indiana participated in self-planned summer workshops designed to enhance their human relations skills as well as their technical knowledge. Workshop objectives included identifying high priority needs and problems the teachers have in common and encouraging involvement from all levels of the VTIT teacher population. Workshop planning began in the fall. Between October and May, teachers from across Indiana attended four or five planning sessions on Saturdays. The workshop coordination staff provided the committees forms to record the proceedings of the meetings. In May, announcements of the "teacher-planned" workshops were sent to vocational administrators and teachers on the mailing list. Each workshop had a chairman, co-chairman and chief recorder, as well as presenters. Minutes were compiled and made into a set of workshop proceedings for distribution afterwards. Through workshop participation, teachers could earn graduate or undergraduate college credit. Workshops were evaluated by the teachers participating in them. During the summer of 1990, 126 teachers participated in the workshops, and 82 percent of them answered questionnaires. Participants rated the workshops as very effective and expressed positive attitudes about all phases of the process and the workshops. Teachers suggested involvement of business/industry representatives on future workshop planning committees. (6 tables) (KC)

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TEACHER PLANNED VOCATIONAL TRADE-INDUSTRIAL-TECHNICAL EDUCATION SUMMER WORKSHOPS: A THREE PHASE PROCESS

(Planning, Implementation, and Evaluation)

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January, 1991

CE056730

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Teacher Planned Workshops:

A Viable Method For Technical Updating

A summer workshop is a summer school with no courses, no textbooks, and no examinations. The workshop method provides an excellent vehicle to bring teachers together with representatives from business and industry to plan workshop experiences which will offer solutions to problems identified by teachers and meet teacher's needs for updating in the latest technical developments, techniques, materials, products and processes of business and industry. The workshop process also provides opportunities for teachers to interact informally with other practicing teachers. Workshop participants gain insight into how other teachers develop and manage the learning environment. This interaction provides a touchstone by which teachers can evaluate the effectiveness of their instructional program.

The effectiveness of Vocational Trade-Industrial-Technical Education programs is measured by the competency of their product, students and how well students perform on-the-job. Also, the degree to which students perform on-the-job is related to the technical skills and knowledge of the instructors. The purpose for the summer workshops is to bring teachers together with other teachers and representatives from business and industry to plan and implement summer workshops "planned by teachers for teachers".

Participants often come to the workshop planning sessions expecting more direction than they receive from the coordinator; this challenges them to develop their human relation skills

through accepting and working toward goals held in common with others. Recently, students in a graduate class were discussing the important they place on human relations skill development for their students. Most of the class agreed that human relations is the most important skill development one can experience.

Whatever people do for a living or wherever people go, we know that they must deal with people. When we involve learners in human relations, so that learning will modify behavior, they must experience intensive interactions with other people. This method is effective for people in all walks of life. When people gather together to learn, with little guidance, human relations will be intensified. The group involved in summer workshops happen to be Vocational Trade-Industrial-Technical Educators in Indiana.

Workshop Objectives

The first objective was to bring Vocational Trade-Industrial-Technical Education teachers together to identify high priority needs and problems they have in common and to plan and implement workshops which would meet those needs and help find solutions to the problems. Then, we wanted to encourage involvement from all segments of the Vocational Trade-Industrial-Technical Education teacher populations in Indiana; e.g. secondary, post-secondary, private, and Department of Corrections instructors. Also, we urged administrators, responsible for vocational programs, to encourage their instructors to attend the "teacher planned and implemented" workshops. The workshop objectives were accomplished through the following process.

The Planning Process

When school starts in the Fall, workshop planning begins. The workshop coordinator corresponds with school administrators who are responsible for Vocational Trade-Industrial-Technical Education programs in Indiana. The coordinator requests from the administrators a list of all their Vocational Trade-Industrial-Technical Education teachers. In September, we announce plans to hold a workshop planning "organization meeting" on the last Thursday in October, "Professional Day's". The list of Vocational teachers names, generated by the Vocational Administrators, is taken to the organization meeting. Participants are asked to peruse the list for their teaching area and to add any teacher's names which may have been omitted from the list. This list becomes the master mailing list.

Between October and May, teachers from across Indiana attend four or five planning sessions which are held on Saturdays. Since Indianapolis is a central location in the state, the organization meeting and all subsequent planning sessions are held in Indianapolis. Workshop planning officers; a chairman, co-chairman, and a chief recorder are elected at the organization meeting. The organization meeting plans are tentative since all Vocational Trade-Industrial-Technical teachers are not released from their teaching duties to attend "Professional Day's" activities.

The workshop coordination staff provides the workshop planning committees a set of forms on which workshop planners record the proceedings of the meetings. Future workshop planning

will build upon the information provided by the records from each preceding planning session.

The workshop planning committees identifies the teacher's needs and problems which the workshop should address; then, they develop objectives and means to accomplish the objectives. The committees determine the dates and locations for each workshop. Committee members are assigned to make initial contacts with prospective presenters from education, business, government, or industry to determine whether they have the interest or time to participate in the workshop. These busy professionals, when approached properly, feel complimented to be invited to participate in the workshop activities. The workshop coordinators follow-up on the initial contacts and ask those presenters who agreed to participate for a written confirmation. Workshop programs are then prepared. The goals are to complete the major portion of the workshop programs, rough draft, by the end of the March planning session. All programs are to be in final printed form by Mid-May.

Implementing the Workshop Plan

In May, materials were sent to vocational administrators to announce the "teacher planned" workshop, session/topics, dates, and locations. The administrators were asked to share the announcements with their vocational teachers and to encourage the teachers to attend the workshops. The workshop coordination staff announced the specific workshops to everyone on the master mailing list before school was out for the summer. Teachers were asked to share the workshop information with their colleagues.

Each workshop has a chairman, co-chairman, and chief recorder who have specific workshop responsibilities. Each session has a session leader who meets the presenters, gathers pertinent data to properly introduce the presenter and assist the presenter with setup and any other pertinent needs. Also, each session has a recorder who records minutes and collects copies of handout materials; the session recorder gives these materials and minutes to the chief recorder. The chief recorder proofreads the minutes and compiles the session materials into a set of workshop proceedings.

Evaluation

Participant evaluation. Through workshop participation, students may earn graduate or undergraduate college credit. When college credit is offered for workshop partipation, the workshop coordinator is faced with the task of evaluating the participants, e.g. assigning grades. Workshop coordinators are usually interested in finding out how effective the workshop has been and in what respect the workshop should be improved. However, this type of evaluation is very different from assigning "grades". When participants register for college credit a grade for the individual must be assigned. Usually there is little implication that workshop participant "A" was better than workshop participant "B". Therefore, the tyranny of grades. There is a feeling of embarrassment and frustration which sweeps over this workshop coordinator when he has to give marks. The coordinator has worked personally with the workshop members and has a difficult, if not impossible task of determining who did

what better. The coordinator usually skirts the unpleasant issue of grades by assigning everyone the same grade based upon session attended or by asking each participant to evaluate their own level of involvement.

Workshop evaluation. The workshop staff administers a questionnaire to determine the workshop participants perception of the effectiveness of the planning and implementation phases of the workshop and in what way the workshop can be improved. The workshop evaluation instrument was designed to answer the following questions. Was the workshop planning process successful in bringing Vocational Trade-Industrial-Technical teachers together to identify high priority needs pertinent to all members of the group? Did the workshops meet those high priority needs? Were all segments of the Vocational Trade-Industrial-Technical Education teacher population involved in planning and implementing the workshops? And did the participants perceive their vocational administrators as encouraging them to attend the workshops; believing that the workshops are important, and providing support for them to attend the summer workshops when funds are available?

The population served by the workshops. The nine workshop planning committees developed workshop programs which provided opportunities for Vocational Trade-Industrial-Technical Education teachers to choose a summer workshop in their area of trade or technical expertise. The workshops attracted 126 teachers from across the state. One hundred and four (82.5%) responded to the questionnaire. All segments of the Vocational

Trade-Industrial-Technical Education teacher population participated in the workshops. However, the secondary teacher population involved the most teachers (N=68, 65.4%) and the private schools population (N=2, 1.9%) was involved in only one of the workshops. (See Table 1).

One half of the workshop participants (N=51, 49%) reported that they attended the 1989 summer workshop. One fourth (N=28, 27%) were new participants, they reported that they had never attended a workshop before. Twelve percent reported that they attended a workshop two years ago and twelve percent reported that it had been two or more years since they attended a summer workshop. (See Table 2).

Workshop planning input. Participants were urged to share input concerning their perception of workshop planning. One hundred and three participants responded; of those responding, nearly one-half (N=50, 48%) participated in planning the 1990 summer workshop which they attended, and more than one-half (N=63, 60.6%) indicated that they plan to serve on the 1991 workshop planning committee. The workshop planning committees and the workshop implementation committees elect a chairman, co-chairman, and a chief recorder to conduct the committee's business. More than one fourth (N=29, 28.2%) of the workshop participants, responding to the questionnaire, indicated that they desire to serve as a workshop planning officer. Many participants (N=94, 91.3%) believe that people from business and industry should participant in workshop planning. They report (N=38, 37.3%) that they know people from business and industry

TABLE 1

Population Served by the Workshops

	Institutions Represented							
Workshop	Second.	Private	Post Second.	DOC	Other	*NR	Usable Responses	Total Partic.
Auto Body	5	0	1	3	0	0	9	9
Auto Mech.	13	0	1	2	2	4	19	23
Barbering/ Cosmetology	2	2	0	4	3	1	11	12
Building Trades	12	0	1	1	0	4	14	18
Drafting	No 1990 Drafting Workshop							
Electronics	9	0	5	1	0	4	15	19
Machine Trades	16	0	1	2	2	1	21	22
Printing	4	0	1	0	1	4	6	10
Small Engines	2	0	0	1	0	4	3	7
Welding	5	0	0	1	0	0	6	6
Column Totals	68 (65.4)	2 (1.9)	10 (9.6)	15 (14.4)	8 (7.7)	22 (21.2)	104 (82.5)	126

*NR Nonresponders, number of people who attended the workshops but did not complete a workshop questionnaire (17.5% of total participants).

** percent of usable responses

TABLE 2

Frequency of Workshop Attendance

How Long Ago Did You Attend a Summer T & I Workshop?	Number Responding	% N
1 year	51	49.0
2 years	13	12.5
More than 2 years	12	11.5
Never	28	26.9

* N = Number of usable responses (N = 104, 82.5% of total participants)

who would be willing to give a presentation. Also, they (N=42, 41.2%) would be willing to make business and industry contacts. (See Table 3).

Participant's perception of workshop effectiveness. Participants were asked to rate the workshops on a number of items. All items selected to evaluate workshop effectiveness received affirmative responses above 94 percent. The workshops addressed needs which the teachers perceived to be important to teachers (N=100, 96.2%) and they (N=98, 96.1%) believe that the workshops met high priority needs in their area of expertise.

The workshop objectives were clearly stated (N=100, 96.2%) and the presentations were perceived to be good (N=103, 100%). However, the final evaluation of the worth of a workshop is the transfer of things learned to the actual teaching situation. Workshop participants reported that they received new ideas and information which they will implement into their programs (N=102, 98.1%). Participants were also satisfied with the planning committee's selection of the time (N=96, 94.2%) and location (N=102, 98.1%) for the workshops. (See Table 4).

Participant's perception of vocational administrator's attitudes toward summer workshops. A majority (N=89, 85.6%) of the participants think that their administrators perceive the summer workshops as important experiences for teachers. More than one-third (N=37, 35.9%) of the participants reported that they were encouraged by their administrators to attend a summer workshop. However, when asked if vocational administrators would provide all or part of the funds for you to attend the

TABLE 3

Planning Input

Input Statement	YES *N	YES Percent of N	NO *N	NO Percent of N
Participated in 1990 workshop planning	50	48.1	54	51.9
Will serve on 1991 planning committee	63	60.6	41	39.4
Desire to serve as planning committee officer	29	28.2	74	71.8 **
Have served as planning committee officer	50	49.0	52	51.0 ***
Will contact business and industry for 1991 workshop	42	41.2	60	58.8 ***
Know people from business and industry who would be willing to present at a workshop	38	37.3	64	62.7 ***
Believe that people from business and industry should participate in workshop planning	94	91.3	9	8.7 **

* N = Number of usable responses (N = 104, 82.5% of total participants)

** = Missing Cases 1

*** = Missing Cases 2

TABLE 4

Participant's Perception of Workshop Effectiveness

Statement	Agree *N	Agree Percent of N	Disagree *N	Disagree Percent of N
Workshop objectives were clearly stated	100	96.2	4	3.8 **
Workshop addressed needs important to teachers	100	96.2	4	3.8 **
Workshop met high priority needs identified by teachers in my vocational area	98	96.1	4	3.9 **
Workshop gave me some new ideas and information which I will implement into my program	102	98.1	2	1.9 **
Presentations were good	103	100.0	0	0.0 **
Workshop location was good considering the needs of all participants	102	98.1	2	1.9 **
Workshop time (of year) was very acceptable	96	94.2	6	5.8 **

*N = Number of usable responses (N = 104, 82.5% of total participants).

** = Missing Cases

summer workshop when funds are available? More than three fourths (N=80, 77.7%) of the participants reported that their administrators would not pay all or part of their expenses even if funds were available. (See Table 5).

Distribution of workshop information. Workshop information was distributed to all individuals on the master mailing list and to vocational supervisors and administrators. Teachers were asked to share the information with their colleague and supervisors. The administrators were asked to distribute the workshop information to their faculty.

Some participants (N=27, 26.0%) reported that their supervisor informed them about the workshops before the school year ended. Also, one fourth of the participants (N=26, 25%) reported that they saw the workshop schedule posted in the school where vocational teachers would see it. A majority of the participants (N=88, 84.6%) reported that they received information from Indiana State University before school was out for the summer. However, some of the responders (N=9, 8.8%) stated that they heard other teachers state that they would not attend the 1989 summer workshop because the workshop information arrived too late for them to plan for the workshop. Many participants (N=97, 94.2%) appreciate knowing the topics which the workshops will address; knowing the topics helped them to decide whether or not to attend a summer workshop. (See Table 6).

TABLE 5

Participants Perception of Vocational Administrators Attitude Toward Summer Workshops

Statement	Agree *N	Agree Percent of N	Disagree *N	Disagree Percent of N
Vocational administrators encouraged workshop attendance	37	35.9	66	64.1 **
Vocational administrators believe that summer workshops are important experience for teachers	89	85.6	15	14.4
Vocational administrators provide all or part of the funds for teachers to attend a summer workshop when funds are available	23	22.3	80	77.7 **

* N = Number of usable responses (N = 104, 82.5% of total participants).

** = Missing Cases 1

TABLE 6

Distribution of Workshop Information

Input Statement	Agree *N	Agree Percent of N	Disagree *N	Disagree Percent of N
My supervisor informed me about the workshops before the school year ended.	27	26.0	77	74.0
I saw the workshop schedule posted in my school where most vocational teachers would see it.	26	25.0	78	75.0
I received workshop information from ISU before school was out for the summer.	88	84.6	16	15.4
I heard teachers complain that they would not attend the workshop, because they did not receive information early enough to plan for the workshop.	9	8.8	93	91.2 **
I like to know the topics which the workshop will address; this will help me to decide whether or not to attend the workshop.	97	94.2	6	5.8 **

* N = Number of usable responses (N = 104, 82.5% of total participants).

** = Missing Cases

CONCLUSIONS

The 1990 Vocational Trade-Industrial-Technical Education Summer Workshops attracted 126 vocational instructors into workshops representing nine different trade-industrial-technical areas. The following conclusions are based upon the data presented in the preceding section.

1. The workshops had involvement from all segments of the Indiana Vocational Trade-Industrial-Technical Education teacher population. One fourth of the participants (27.0%) reported that they had never attended a summer workshop. Twelve percent of the participants had not attended a workshop in two or more years; and 49.0% attended the 1989 summer workshop.

Conclusion. The workshops involved teachers from all segments of the target population. The population served continues to represent many new participants and participant who attend "off-and-on". The new, periodic and continuous attenders are perceived as a healthy mix. The continuous attenders add continuity, while the new and periodic attenders indicate that the workshops are reaching a larger segment of the total target population.

2. Workshop participants perceived that the workshops were very effective. Over all items selected to evaluate workshop effectiveness affirmative responses above 92% were received. The objectives were clearly stated (92.6%) and the objectives met high priority needs of teachers in their content area (96.1%). The workshops addressed needs important to teachers (92.6%) and

teachers (98.1%) reported that they received new ideas and information which they will implement into their programs. The participants also rated the time of year (94.2%) and workshop location (98.1%) as acceptable. All of the participants (100%) reported that the presentations were good.

Conclusion. The workshop planners identified high priority needs which teachers perceived were important to them. The workshop planners wrote clear objectives and selected means to accomplish the objectives. The workshop participants received information and new ideas which they will implement into their programs.

3. A majority (85.6%) of the participants believe that their vocational supervisors perceives the workshops as an important experience for teachers. More than one-third (35.9%) perceived their supervisors as encouraging them to attend a workshop. Twenty-two percent of the participants believe that, if funds were available, their supervisors would provide part or all of the support for them to attend a summer workshop.

Conclusion. The workshop coordination staff will provide more information to vocational supervisors in an effort to raise their awareness concerning the summer workshops. While there appears to be an increase in the level of administrator's awareness of summer workshops, these data do not support the level of awareness we desire to obtain from our brochures and other advertisement. We desire to have all vocational supervisors recognize the importance of the summer workshops for their teachers.

4. Workshop participants and administrators were mailed a

packet of workshop information before school was out for the summer. A majority of the participants (84.6%) received the information from ISU before school was out. However, some (8.8%) reported that they heard teachers state that they received the materials to late to make plans to attend a summer workshop in 1990. Some (26.0%) reported that their vocational administrator informed them about the summer workshops, and one fourth (25.0%) reported that they saw the workshop schedule posted in the school where vocational teachers would see it.

Conclusion. The majority of the teachers received information from ISU. However, this topic is related to the discussion above the coordinator must work with administrators to raise their awareness of the importance of summer workshops and gain their support in this area of concern.

5. Many of the workshop participants (48.1%) reported that they participated in the 1990 workshop planning committee. More than one fourth (28.2%) would like to serve in the role of a workshop planning officer.

Participants (91.3%) also believe that people from industry should be involved in workshop planning. Forty-one percent would like to assist the planning committee by contacting people from business, industry and government and 37.3% reported that they know people from business, industry and government who would give a presentation to a workshop.

Conclusion. People who assist with workshop planning have "ownership" in the workshops and this will promote positive attitudes toward teacher planned workshops. The workshops will

continue to serve the "high priority needs" of teachers to participate on a planning committee; serve in the leadership roles; have involvement from business, industry and government; and contact people to give presentations and maintain contacts with people from business, industry and government who are willing to work with education to produce excellent teacher planned workshops.

Summary

Were the workshops effective? The coordinator believes that the results from the questionnaire supports an emphatic YES. The findings and conclusions support a position that the workshop planning process was effective in bringing teachers from all segments of the trade-industrial-technical teacher population together to identify high priority needs of Indiana Vocational-Trade-Industrial-Technical teachers. Further, the planning committee designed workshop experiences to meet high priority needs through clearly stated objectives and excellent presentations. Teachers received information from participating in the workshops which they will implement into their programs of instruction.

The workshop planning and implementation process provided an opportunity for 126 Indiana teachers to become involved in nine different workshops. While more than one fourth of the participants were first attenders, the workshops continue to attract both new and former participants. Many individuals who assist with workshop planning also attend the workshops. Participants are interested in the planning process and they are willing to serve as officers and help make initial contacts and invite presenters from business, industry and government. Participants, who are knowledgeable of the planning and implementation process, are available and they desire to assist in workshop planning. Also, they believe that the planning process should involve people from business, industry and

government. They also know people from business, industry and government who would be willing to give a presentation to the workshops.

The coordinator must assure that all interested vocational teachers receive workshop information in a timely manner; information which will assist them to make a decision to attend summer workshops. Also, attention must be given to developing public relations with vocational supervisors and administrators about the positive affects the summer "teacher planned" workshops will have on their vocational teachers.